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ABSTRACT

This booklet describes strategies and issues for recruiting and retaining minority faculty for greater diversity among faculty at colleges and universities. The booklet proposes that institutions must take both short-term and long-term measures; short-term efforts should increase institutional attractiveness to currently eligible minority individuals, and long-term strategies should increase the pool of minority candidates. The first section of this document is an introduction. The second section discusses the importance of the campus environment in which minority faculty will be expected to work and live. Ten steps to develop a multicultural environment are listed. The third section lists the following short-term strategies for recruiting minority faculty: (1) developing position descriptions; (2) advertizing strategies; (3) contacting minority networks; (4) conducting telephone surveys and site visits; (5) using search consultants; (6) searching beyond higher education; (7) concentrating on certain fields; (8) interviewing; (9) defining the president's role; (10) understanding accreditation requirements; and (11) involving state government. The fifth section describes recruitment alternatives for smaller institutions, emphasizing interim and cooperative solutions. A section on long-term strategies suggests five 5- to 10-year efforts and six 10-year plus efforts. Concluding comments reiterate the importance of faculty diversity. (JB)

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Strategies for developing faculty diversity

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MINORITIES ON CAMPUS

Pluralism in the Professoriate

Strategies for developing faculty diversity

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Introduction

When it comes to the participation of minority students, faculty, and staff, most independent colleges and universities in the United States share at least two characteristics:

- They have made special efforts in recent years to increase their minority recruitment and retention and to improve their campus climate for people of color.
- Whatever their level of accomplishment, they would like to do better.

In the spring of 1989, the National Association of Independent Colleges and Universities (NAICU) set out to help its members do better. The NAICU/NIICU Task Force on Minority Participation in Independent Higher Education began to look at ways to assess and improve the campus climate; at ways to develop effective partnerships with other colleges and universities or with elementary and secondary schools; at short- and long-term strategies to increase minority faculty; and at lessons to be learned from historically black and other minority institutions.

Recruiting and retaining minority faculty requires at least two general categories of activity. Short-term strategies are necessary as individual institutions seek to increase their attractiveness to currently eligible minority individuals, and long-term approaches are essential to increase the pool of minority candidates.

Short-term efforts must include aggressive attempts to recruit minority faculty to campuses, thereby improving the environment of the campus to both attract and retain minority faculty in greater numbers. The development and implementation of clearly defined career tracks for minority faculty is essential to success.

Long-term strategies include minority student recruitment, financial aid for minority students, targeted efforts to direct minority students into faculty career tracks, and enhanced support for historically minority institutions—long a primary source of future faculty.

One of the key challenges is to separate problems that relate to faculty recruitment and retention in general from problems that relate to minority faculty specifically. For example, one general concern in faculty recruitment and retention is the salary gap between academic institutions and private industry. Minority-specific problems include the small number of minorities currently in the faculty pipeline, the lack of role models, and the discomfort that minority faculty might feel on majority campuses. These areas of concern must be addressed if institutions are to attract and retain minority faculty.

Minority faculty are looking for opportunities not only to advance their own careers, with clear possibilities for growth and leadership, but to be part of an institution that is strongly committed to the advancement and support of minority students. Thus short- and long-term strategies are not only interconnected—they are inseparable. Certainly one of the major reasons a college or university should succeed in recruiting and retaining minority faculty is that it has a clear long-range commitment to producing more minority graduates who will join the faculty in the future.

Institutions concerned about long-term strategies frequently talk about the level at which to begin expanding the pipeline. Some say high school, some say junior high—and now, more people are saying

elementary school. However, pipeline enrichment at any level is beneficial to all levels. If there are enrichment programs for minority high school students, then their junior high and elementary school siblings and neighbors will benefit by seeing the high school students take advantage of these opportunities. In fact, many of the high school students will become role models for younger students, leading them to set higher and more positive goals for themselves. Likewise, the university that promotes minority faculty to noteworthy positions will positively influence the minority community at every level. Prominent minority faculty can inspire many minority students to pursue similar careers, and that inspiration influences all levels of the pipeline.

What this means is that all goals must be long-term, but some very clear short-term strategies that will bear fruit early are necessary to nurture the beneficiaries in the future. We must influence the pipeline at as many points as possible. The earlier the influence, the more people will be affected—but the longer it will take. The later the influence, the smaller the number of students who will receive the enrichment—but the quicker the payoff. Clearly, we must do both.

For colleges and universities to become seriously involved in increasing minority faculty, there must be clear incentives and rewards. One of the major reasons for the failure of efforts to increase the number of minorities in higher education is the lack of incentives and rewards. On the other hand, it is clear that institutions, departments, and faculty members vigorously pursue those things for which they are rewarded.

Campus Environment as Context

In addition to considering short-term and long-term strategies, colleges and universities must consider the environment in which minority faculty will be expected to work and live. To establish a more conducive environment, the following steps are suggested.

- A commitment to multicultural diversity must be openly and clearly expressed by the president, the board, and the stated institutional mission.
- An effort must be made to understand the current perceptions of the campus environment held by the various campus constituencies. The use of focus groups or in-depth interviews as information-gathering tools is suggested.
- The information gleaned about perceptions of the environment can be used to enhance the environment and restructure recruiting efforts.
- Any efforts to change the institutional environment must include efforts to capitalize on, expand, and reward the multicultural experiences of majority faculty.

- Any restructuring of minority faculty recruitment should include the widest possible involvement of campus groups, open deadlines for application, and the expectation that at any point in the review the hiring process will be stopped if minority representation in the pool of candidates is insufficient.

- Efforts to achieve a multicultural faculty and environment should not be confused with the more limited goals of affirmative action. Multiculturalism must be more than counting heads if the environment is to change and become more attractive to minority faculty members.

- The administration must take decisive action, not simply state its support for diversity. Progress toward achieving campus goals must be monitored, and success publicized. The reward system for faculty should reflect the goal of multiculturalism, e.g., support for curricular change, research reflecting a commitment to diversity, and mentoring.

- Orientation for new minority faculty must be comprehensive and ongoing. It should include a support arrangement with a senior faculty member (mentor), and a variety of opportunities on campus, in the community, and in professional associations to share research and other interests.

- It can be useful to interview minority faculty annually to hear their suggestions, criticisms, and concerns. They should be asked specifically about ways to recruit other minority faculty, and should be involved directly in that recruitment.

- An accurate representation of the local community is essential to recruiting and retaining minority faculty members. The use of local advisory groups from minority communities sends a message to the community and to the faculty members that efforts at multiculturalism are not an esoteric pursuit that stops at the campus gate.

Without efforts such as these, minority faculty have no reason to expect to find a campus commitment to a multicultural environment. As trite as it may sound, change means doing things differently. True institutional commitment to increased participation by minority faculty can be measured only by campus actions.

Short-term Strategies

The following strategies are suggested for the immediate recruitment of at least some minority faculty, even while longer-term recruitment strategies and strategies to change the climate of the campus are under way.

Developing Position Descriptions

Position descriptions should be written to ensure that they attract the widest possible range of candidates. Broad definitions of scholarly areas of interest and teaching fields, including secondary and tertiary teaching fields, will be best. Invite scholars who have ethnic or Third World concerns to apply. Check recruiting procedures from the past that were successful in obtaining minority faculty, and pay special attention to the job descriptions.

Specify above-market salaries. Be very clear about research and publishing expectations. If possible, state that extra teaching, community service, advising, or other faculty activity is accepted in lieu of research and publishing requirements.

Give information, in an attached institutional profile, about housing, schools, maternity leave, child care, spousal placement, local minority communities, and racial climates on campus. Be honest.

Give accurate information about other minorities on campus, among students, faculty, and administrative and support staff. Specify whether minorities are U.S.-born or immigrants from other countries.

Advertising

Be aware that advertising is probably the least effective way to identify and communicate with minorities. Advertising in the *Chronicle of Higher Education* or elsewhere is the conventional approach. Achieving faculty diversity requires extraordinary efforts. Widespread distribution of position descriptions and letters requesting nominations, unless very carefully written, are little better. Nonetheless, advertising and letter writing are necessary to ensure thoroughness.

Advertise not only in the *Chronicle* and in the usual disciplinary or professional association publications, but also in publications read by minorities, such as *Black Issues in Higher Education*.

Networks

A number of organizations have networks that may prove useful.

Research Careers for Minority Scholars Program
National Science Foundation
1800 G Street NW
Washington, DC 20550

Minority Graduate Fellowship Program
Division of Research Career Development
National Science Foundation
1800 G Street NW Room 636
Washington, DC 20550

Minority Organizations: A National Directory of 8,000 Black, Hispanic, Asian, and Native American Groups
Garrett Park Press
P.O. Box 190
Garrett Park, MD 20896

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The Committee on Institutional Cooperation (CIC)
Directory of Minority Ph.D. Candidates and Recipients
Suite 1705, 302 East John Street
Champaign, IL 61820

National Minority Faculty Identification Program
William B. Jones
Southwestern University
Georgetown, TX 78626

Resource Directory of American Indian Professionals
American Indian Studies Program
University of Wisconsin
P.O. Box 413
Milwaukee, WI 53201

See also the paper on minority institutions in this series, *Independent Minority Colleges and Universities: National Models of Educational Pluralism*, for a list of historically black, native American, and Hispanic colleges and universities.

Telephone or Site Visits

Telephone potential minority candidates and ask for their *curricula vitae*. Often, not only do the candidates have to be found, but they also have to be encouraged to consider your college or university. Even better, visit them. Send a dean or a team of senior faculty members to see candidates and actively recruit them. The fraternity/sorority rush approach or the athletic model for recruitment of minorities may be used, including telephone calls, on-site visits, invitations to campus for an exploratory visit, assigning a host or escort, and so forth. The extra cost in both time and money must be accepted as a necessary cost of doing business in today's world. If you establish relationships with minority institutions to recruit their graduates even before they are granted the doctorate, you may get a head start on recruitment.

Search Consultants

Treat the search for minority faculty with the same importance as the search for a vice president. Hire a consultant to seek out a minority person for a faculty position. Recruiters' usual practice is not to depend on responses to ads, but to search out persons for the position they are hired to fill. They usually do a better job of researching the candidate and trying to match employer and employee than campus search committees. They spend more time on the search than busy faculty and administrators usually have or take. They have a vested interest in doing a good job, since they depend on referrals to stay in business.

Faculty concerns about losing control of the search can be overcome through careful coordination with search committees. Administrative concerns about the cost of using consultants must be balanced against the high cost of frustrated minority students who will not enroll or re-enroll due to a lack of minority faculty role models, and repeated searches to replace minority faculty who will not stay.

Search in Areas beyond Higher Education

The recruitment process may have to be expanded beyond higher education. Many minorities with advanced degrees have been recruited by business, the other professions, industry, or government. Researchers with doctoral degrees in public and private employment are another possibility, as are published minority writers and artists, and minority speakers at academic forums and professional meetings.

A growing number of young minority students, both male and female, are enlisting in the military instead of attending college or graduate school. Minorities occupy more management positions in the military than they do in business, education, journalism, or government. Nearly 12 percent of the officers in the armed forces are nonwhite. Many of these 35,000 military officers have obtained advanced degrees under military sponsorship and represent a largely untapped source of faculty for colleges and universities.

Don't overlook public and private secondary schools and school systems where minorities are employed, nor your own alumni. In the

case of recruiting minority faculty, it may be desirable to relax any rules prohibiting the hiring of graduate program alumni.

Churches, social service agencies, and other nonprofit organizations represent still another cluster of occupations and professions where minorities may be found and recruited for teaching.

Concentrate on Certain Fields

There is a skewed distribution of earned degrees among the various academic disciplines. For example, recent national data indicate that almost half the black doctorate recipients earned their degrees in education. Many fields of study had no black doctorates—in 1985, for example, there was only one black Ph.D. in computer science. This means that certain fields and departments should be targeted for special effort where there are vacancies to fill. Others, realistically, may have virtually no chance of being filled by a minority person. Valuable time, money, and energy should be focused where it has the greatest chance of success in the short term.

Interviewing

The interview process may have to take place initially where the candidate is. As in all contacts between the candidate and the recruiters, remember that it is a candidates' market. They are in demand; they can be choosy. You must sell them on your institution.

Be prepared to discuss in detail maternity leave policy, housing, schools, child care services, spousal placement, the local minority community, and the racial climate on and off campus. In addition, be very clear about standards for retention, promotion, and tenure, and describe such important items as course loads, working conditions, office accommodations, expectations for advising and committee work, study leaves, sabbaticals, and pay.

Minority faculty, students, staff, and community representatives should be directly involved in some phase of the interview process.

The Role of the College President

On most campuses, the attitude of the president is vital. He or she must always become personally involved if the extraordinary

efforts suggested, and others like them, are to be taken. The president must make the commitment of human and financial resources. He or she must insist on such things as more detailed job descriptions, the use of networks beyond the conventional ones, and the use of search consultants. The president must decide, or ask vice presidents and deans to decide, when enough effort has been made to recruit minority faculty, and then abort or restart the recruitment process in order to send a sufficiently powerful signal. The president must decide whether to offer greater-than-market salaries and other benefits.

Only when such commitment from the top is made in such tangible and decisive ways, and in connection with the recruitment of actual candidates, will the campus understand its mandate.

Accrediting Agencies

Regional, disciplinary, and professional accrediting agencies have increasingly burdened colleges and universities with more frequent reviews, rising fees and other costs, and demands for greater quality, including pressure for greater racial and ethnic diversity among students and faculty. Institutions need help, and have a right to expect advice on how to structure curricula and programs to make them more attractive to minorities, shared information about successful recruiting strategies at various institutions, and policies and criteria that are more flexible in the special circumstances sometimes required to recruit more minorities.

State Governments

Large state universities, which often have minority recruitment programs already in place, can be asked to form consortial arrangements with independent colleges. An office could be set up in the state department of higher education to collect information, provide advice, and act as a clearinghouse and coordinator for the recruitment of minorities to all colleges and universities in the state. Funds could be appropriated by legislators to make small grants available to colleges and universities that need help with extraordinary expenses in recruiting minorities to their faculties. This can be compared to the grants, loans, and tax breaks often given to industry

to attract out-of-state industries or employees. Awards and recognition should be given to the colleges and universities, state-supported and independent, that are the most effective or successful in this area.

Alternatives

Often independent colleges and universities are small, operate with very limited resources, and are located in small towns or cities considered by many to be out-of-the-way locations. Many are in communities with very small minority populations. Alternative strategies should be considered to provide "next-best" or interim solutions, to help change the campus climate, and to lay a base for additional efforts targeting the recruitment of full-time minority faculty members.

Establish a Consortium

Consortia have been established in the past for many purposes. Indeed, existing consortia, especially if they include minority institutions, should be considered.

State associations of independent colleges

The member state associations of NAICU can be used to promote exchanges, information sharing, transfers, joint recruiting, and joint appointments.

Agreements between majority and minority institutions

Of approximately 18,800 black full-time faculty members, about 8,200 teach at historically black colleges and universities, where they constitute about 68 percent of the full-time faculty. A number of successful exchanges between such institutions have been established. See the paper on partnerships in this series, *Independent Institutions in Partnership: Sharing Educational Responsibility,* for examples.

Agreements between small colleges and large independent or state-supported universities

When large institutions have been successful in attracting and retaining minority faculty, then exchanges, joint appointments, visiting appointments, and other arrangements can be established.

Short-term and part-time appointments

The appointment of minority persons to short-term, interim, or visiting positions may be a "next-best" arrangement when recruiting for full-time appointments fails. Persons in the professions, business, industry, or the military may be willing to do this when they would not accept full-time appointments. Research appointments or part-time appointments represent other possibilities, as do visiting scholar, distinguished lecturer, or borrowed executive arrangements. Some diversity is clearly better than none.

Long-term Strategies

Independent colleges and universities have a very significant role to play in promoting and supporting the involvement of minorities within the faculty ranks. As we have discussed, this will not be an easy process, and success is not guaranteed. If independent colleges and universities are to address this challenge successfully, each institution must engage in clear and realistic planning. Specifically, what does the institution want to accomplish? What are the strengths of the institution? What are the weaknesses that will affect the recruitment and retention process? How do these recruitment plans relate to plans that address other aspects of minority participation in higher education? What are the resources (financial, personnel, and other) available to accomplish these goals? What additional resources are necessary? Where will those additional resources come from?

Independent colleges and universities span a wide range of sizes, perceived missions, geographic locations, and local clienteles. The strategies appropriate to any institution for increasing minority faculty participation will vary widely according to the opportunities and limitations imposed by those differences.

The following are strategies that, with some modification, should be appropriate for all types and sizes of institutions. They are

categorized roughly according to the length of time necessary for them to increase the number of minority faculty. Shorter-term benefits in areas other than the development of minority faculty may also accrue as a result of these strategies.

Five- to Ten-year Strategies

Grow your own

Currently enrolled students constitute a high-quality pool of potential talent, if barriers to their pursuing postgraduate education can be removed. These barriers are present in a variety of areas from financial concerns to the less easily quantified areas of student perceptions of self and faculty encouragement and mentoring. The following points outline the sequence that might be undertaken by institutions that experience a significant growth or turnover in their faculty from year to year. Small institutions may need to consider the collaborative modifications to be discussed later.

Project faculty needs for five to seven years to clearly define the anticipated needs in faculty recruitment for the foreseeable future. Identify the departments or programs in which significant growth is expected or in which turnover can be anticipated.

Identify and train a group of faculty members who will have a special responsibility to identify talented minority undergraduate students. A special emphasis should be placed on the areas identified as particularly likely to require new faculty recruitment in the near future, but do not ignore other areas either.

Design and implement a plan for assisting each of these promising minority students to achieve the training and experience necessary to compete for the anticipated faculty openings. Such a plan should begin as early as possible during the student's undergraduate career. Both financial and perceptual issues must be addressed.

Students should be approached and clearly encouraged to consider a career in higher education. These students must know that

others see significant potential in them and that others are willing and able to support them in such an endeavor. For many students, that realization can be a revelation that may open entirely new paths to their future.

These students should be encouraged to participate in activities that will focus on an academic career; in honors programs that will expose them to high levels of thinking, debate, and discussion; and in any available undergraduate teaching assistant or tutoring programs. They should be given opportunities to pursue independent research and to collaborate with faculty members in research or scholarly activities. Development of a mentoring relationship with an established faculty member would be one effective way of achieving this. Institutional financial support for the programs and for any mentoring faculty should be provided as necessary.

The financial implications and strains of both undergraduate and graduate education for minority students, who often come from financially limited backgrounds, must be recognized. A combination of fellowships and forgivable loans should be developed by the college to ease the financial burden that an extended education can entail. Creative fundraising might use that institutional commitment as an effective argument for foundation or corporate matching support, perhaps in the form of sponsorship of an individual.

Keep in touch with students throughout their graduate education. Keep former students informed of developments at the undergraduate institution and department. Invite them back for symposia and other professional meetings and interactions. If possible, maintain any collaborative efforts between the students and their undergraduate faculty mentors.

Academic role models

Recognize that academic role models may be especially uncommon for minority students. If they are to be convinced that academic careers are possible and desirable goals for them, more minority role models must be provided, even if the programs to bring these individuals to campus are temporary and stop-gap measures.

Hire retired minority professionals as part-time, adjunct, or visiting instructors, counselors, advisors, and in other professional positions.

Create a minority visiting scholar program or distinguished lecture series as a means of providing highly visible role models.

Corporate connections

Colleges and universities should work with local and regional corporations to develop an array of programs for funding minority doctoral students. This might be an integral part of a "grow-your-own" program, but it could be broader than that. Elements of such an effort could include corporate fellowships for specific individuals, minority groups, or fields of study; educational loans could be forgiven if the recipient pursued a postgraduate academic career; or corporate buy-back of the outstanding student loans of a new minority faculty member at a local college or university.

Hire master's degree recipients and "ABD"s

Seriously consider hiring minority individuals who do not yet hold doctoral degrees. Provide encouragement and the support (financial and release time) to enable them to complete their terminal degrees while still contributing to the intellectual life and educational mission of the institution.

Retention

Recognize that retention of junior minority faculty is as important as recruitment and development of new faculty. Be sure that those junior faculty members obtain the support required to hone their teaching and scholarly accomplishments in order to be granted tenure. Consider granting pretenure sabbaticals or release time to allow each individual sufficient time and energy to achieve the necessary accomplishments.

Ten Years and Beyond

Increase precollegiate linkages

Increase linkages with local public and private schools. The following strategies can be implemented by a college or university with multiple schools in nearby districts, or concentrated in one specific "adopted" school.

Provide volunteer college students to tutor local minority students in either remedial or enrichment settings.

Establish and support disciplinary networks between college and school faculties. Provide opportunities (both formal and informal) for exchange of information and insights. Encourage attendance of school faculty at collegiate seminars and symposia. Schedule those events to allow that attendance.

Encourage early and frequent field placements for education majors in schools with large minority populations. This serves at least two purposes. The college students receive more structured experiences in dealing with cultural and economic situations often quite different from those in which they were raised but to which they are more likely to be exposed in the future. The school students receive more frequent exposure to near-contemporaries who are successfully pursuing college educations.

Set up in-service and professional development programs with local schools and districts. This serves both to improve the quality of local precollegiate education and to place recruiters into the local school system.

Subsidize attendance and participation in cultural and other activities on campus by local public school students and their parents. At the very least, the campus will become a familiar and nonthreatening environment to students and parents; at best, the aspirations of the students and parents will be stimulated by this exposure to the academic environment.

Provide summer bridge programs focused on stimulating the brightest students and intervening to prevent the loss of bright but at-risk students.

Work closely with area school guidance counselors to help focus promising students on appropriate educational options.

Establish formal mentor programs in which college personnel meet one-on-one with secondary school students. Mentors should span the full range of college faculty, staff, and administrators.

Financial aid

Develop innovative financial aid vehicles to support the minority students of particular interest to the institution. These strategies might require repackaging traditional financial aid components, but additional endowment or other increased institutional funds might well be required. Examples of such novel strategies would include institutional funding of "I Have a Dream" scholarships, matching fund commitments to encourage parental saving, and the guarantee of tuition and fee levels for an entire undergraduate education prior to matriculation or even application of the student to college.

A central element of these innovations is to guarantee and publicize a valid aid package enabling students and their parents to realistically anticipate the completion of a college education, and to provide an incentive that encourages parents and students to make the steady financial and intellectual preparation to contribute to that successful education.

Local corporate support

Encourage local industry and business to support minority students' educational goals. Certainly financial assistance, in the form of scholarships and summer jobs, is an obvious and necessary component of such support. In addition, less tangible forms of assistance can play significant roles in encouraging and enabling minority students to complete their education. These could include internships (perhaps for academic credit during the academic year); provision of corporate mentors for individual students, student living

units, teams, or clubs; tutoring assistance in specific fields of study; and working with career development offices to provide opportunities for students to receive orientation to a specific career through activities such as "job shadowing."

Institutional Differences

Not all institutions are equally equipped to pursue long-term programs to promote the development of minority faculty. Each institution must take its own course to the final goal. There are a few suggestions that can be made specifically to two of the more prominent types of independent colleges and universities.

Research universities

Research universities with graduate programs have opportunities for additional supportive and developmental activities for their minority students that relate to future faculty recruitment goals. The undergraduate research program at the Massachusetts Institute of Technology is one example.

Be sensitive to the needs of minority graduate students to develop both teaching and research expertise through assistantship opportunities. If minority students are to enter the college teaching profession, they require careful development of both academic orientations. Most college faculty positions emphasize teaching. Minority professors carry the particularly strong burden of needing to be effective and inspiring role models for all their students.

Develop the means to target financial aid on promising minority graduate students through a variety of grants or forgivable loans. Be sure that such programs are well publicized, both for the obvious recruitment value to the graduate program and as a long-term encouragement for undergraduate students to support their aspirations to pursue advanced studies.

Consider variations on the "grow-your-own" theme by supporting promising minority students in pursuing part of their

graduate education, or by funding their postdoctoral work at other institutions prior to hiring them. This should reduce the academic "incest" that many schools discourage or prohibit.

Work to develop an enhanced sensitivity to the legitimate concerns and interests of minority students in the established graduate faculty. This will make them better mentors, regardless of their own ethnic or cultural backgrounds. Faculty should be sensitive to minority-oriented research topics, to culturally influenced learning styles, and to cooperative work styles.

Small liberal arts colleges

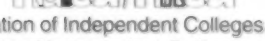
Small institutions will have special difficulty in pursuing a number of the outlined strategies and recommendations on their own.

Particularly difficult for these smaller institutions will be projecting precise needs into the future, which greatly complicates the growing-your-own strategy. Such small schools should consider consortial arrangements with other small institutions. For example, collaborative funding of graduate fellowships or forgivable loans should be considered. Two or more institutions might establish a fund to pay the fellowships, with the agreement that whichever institution has an appropriate opening upon a fellow's attainment of the Ph.D. would hire that individual and repay to the fund the amount of the fellowship or loan. Consortia might be small, including institutions within a limited geographic area (perhaps similar to athletic conferences), statewide, nationwide, or defined by other characteristics (e.g., Methodist colleges). Small consortia could be established without the need for any outside coordinating body, but larger consortia would require such coordination.

Such consortial arrangements can also be valuable in pursuing other strategies outlined in the sections on precollegiate partnerships, summer bridge programs, innovative financial aid development, and so forth.

Concluding Comments

The faculty is the core of the intellectual enterprise in higher education. As the twenty-first century approaches, it is essential that the faculty become more inclusive, not exclusive. They must lead the academy in the re-examination of its mission demanded by the rapid expansion of knowledge and the demographic changes in the nation. The collegial approach exemplified by faculty relationships functions best when all voices are heard. It is hoped that the judicious application of strategies suggested in this paper will help independent colleges and universities guarantee that all the voices will be heard on each of our campuses.



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